The Development of ASEAN Youth Leader Training Program
on Socio-Cultural Community for Upper-Secondary Students
การพัฒนาหลักสูตรฝึกอบรมผู้นำเยาวชนอาเซียน
ด้านประชาคมสังคมและวัฒนธรรม สำหรับนักเรียนระดับมัธยมศึกษาตอนปลาย

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาหลักสูตรฝึกอบรมผู้นำเยาวชนอาเซียน ด้านประชาคมสังคมและวัฒนธรรม สำหรับนักเรียนระดับมัธยมศึกษาตอนปลาย กลุ่มเป้าหมายได้แก่นักเรียนระดับมัธยมศึกษาตอนปลาย จำนวน 20 คน จากโรงเรียนระดับมัธยมศึกษาในเขตจังหวัดขอนแก่น ใช้การวิจัยและพัฒนา (Research and Development) ตามกระบวนการพัฒนาหลักสูตรของทาบา (Taba) โดยปรับประยุกต์เป็น 4 ขั้นตอนประกอบด้วยการศึกษาข้อมูลพื้นฐาน การพัฒนาหลักสูตร การนำหลักสูตรไปใช้และการประเมินผลหลักสูตร เก็บรวบรวมข้อมูลด้วยการทดลองใช้โดยการจัดกิจกรรมตามหลักสูตรฝึกอบรมผู้นำเยาวชนอาเซียนจำนวน 18 ชั่วโมง รวม 3 วัน การวิเคราะห์ข้อมูลใช้ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าร้อยละ ค่าดัชนีประสิทธิภาพและมีค่าดัชนีประสิทธิผล ผลการวิจัยพบว่าการพัฒนาหลักสูตรมีประสิทธิภาพของกระบวนการต่อประสิทธิภาพของผลลัพธ์เท่ากับ 89.00 / 80.25 ซึ่งเป็นไปตามเกณฑ์ที่ตั้งไว้ มีค่าดัชนีประสิทธิผลของผู้นำเยาวชนอาเซียนเท่ากับ 0.8764 แสดงว่ามีความรู้เพิ่มขึ้นร้อยละ 87.64 ผู้เข้ารับการฝึกอบรมมีมนุษยสัมพันธ์ผ่านเกณฑ์จำนวน 18 คน คิดเป็นร้อยละ 90 และ ผู้เข้ารับการฝึกอบรมมีความพึงพอใจต่อหลักสูตรผ่านเกณฑ์ระดับมากในทุกด้าน โดยการเตรียมความพร้อมเยาวชนให้มีภาวะความเป็นผู้นำในการก้าวสู่ประชาคมอาเซียนควรมีการพัฒนาอย่างจริงจังและต่อเนื่องให้เป็นรูปธรรมซึ่งจะส่งผลต่อการพัฒนาสังคมและประเทศชาติต่อไป

คำสำคัญ : *การพัฒนา หลักสูตร ผู้นำเยาวชนอาเซียน นักเรียนระดับมัธยมศึกษาตอนปลาย*

Abstract

The purpose of this research is to develop the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students. The target group is 20 upper-secondary students from secondary schools in Khon Kaen province. Research and development according to Taba's curriculum development model was used by adjusting it into 4 stages; comprising of studying basic data, curriculum development, curriculum implementation and curriculum evaluation. Data was collected through experimental implementation. The ASEAN Youth Leader Training Program was held

for 18 hours in 3 days. The data analysis used mean, standard deviation, percentage, efficiency index, and productivity index. Research results found that developing the training program had the process efficiency to the results efficiency equals to 89.00/80.25 which went according to the set criterion. The productivity index was 0.8764; so the knowledge was increasing 87.64 percent. There were 18 training program participants that passed the human relations criterion, equaling to 90 percent and the trainees were satisfied with the program at a high level in all areas. In addition, to prepare the youths to have a leadership for ASEAN community, there must be continual development and we must take it into a serious consideration which leads to further national development.

Keywords: Development, Curriculum, ASEAN youth leader, Upper-secondary students

Introduction

The Association of Southeast Asian Nations or ASEAN was established on the 8th of August in 1967 after the Declaration of ASEAN Concord or the Bangkok Declaration was signed. Its initial purpose was to create peace in the Southeast Asian region and to collaborate in politics, economics and socio-cultural aspects. Following in 2007 ASEAN leaders signed the ASEAN Charter in the 13th ASEAN Summit. The ASEAN Charter serves as a constitution giving ASEAN a legal person status. It places down the foundation of law and organizational structure under the collaboration of the ASEAN Community which is composed of 3 main pillars; ASEAN Political-Security Community, ASEAN Economic Community and ASEAN Socio-cultural Community (Department of ASEAN Affairs, Ministry of Foreign Affairs, 2013, p.1-16). This cooperation framework, ASEAN Socio-Cultural Community or ASCC, aims for ASEAN to become a community with the people as a central point, generosity, good living conditions and is developed in all aspects to increase the living quality of the people as well as to promote the identity of ASEAN (Department of ASEAN Affairs, Ministry of Foreign Affairs, 2013, p.45-47). The Eleventh Thai Education Master Plan (B.E. 2555 – 2559) mentioned the main purpose of the National Scheme of Education that learners must receive quality education with standards and higher academic results, have the chance to receive thorough and fair education and lifelong learning. Quality research results and innovations are publicized, used beneficially to develop society, the country or for commercial purposes and learners are prepared to connect to the ASEAN Community (Department of Curriculum and Instruction Development, Ministry of Education, 2012, p.14-18).

From the strategy policy and procedure in readying the preparation of people in the country to enter the ASEAN Community it was found that Thailand has yet to succeed in the mentioned preparation. Sutantivanichkul (2011, p.89-90) had studied the technology readiness of Thai vocational institutions in ASEAN economic community found that the curriculum used in the subject of ASEAN are few in numbers and most lack in the quantity and quality in developing learners in educational

institutions. Poorananon (2014, p.17-26) had researched the knowledge, attitude and readiness to becoming a part of the ASEAN Community of the Boromrajonani College of Nursing Saraburi teachers and students. The research results found that most teachers have medium levels of knowledge while most students should have improved and should immediately improve levels of knowledge and understanding of the ASEAN Community. Contents which students lack knowledge in are the ASEAN Charter, the ASEAN Socio-Cultural Community Blueprint and the effects of amalgamating into a community. From the mentioned study, it was found that Thai people still lack of knowledge, understanding and awareness in being a member country of ASEAN. It would be a significant problem and obstacle to develop the nation in collaboration with fellow ASEAN countries. Therefore, it is necessary for all public and private agencies to find a way to promote knowledge and understanding and create awareness concerning the ASEAN Community in the populace of Thailand. Since only teaching by the curriculum that happens in class may not be able to promote knowledge and understanding in all the content as well as the desired skills and values, various activities have been implemented to develop the potential of students. Using the training program is one of the processes in developing knowledge in students, while the training program has great significance and benefit for the trainees. Patcharawit (2001, p.447-448) stated that trainees will be able to exchange opinions, increase their knowledge and understanding and reinforce a good attitude towards the topic of the training for the benefit of developing the life quality of the trainees. Smithikrai (1999, p.14) stated that receiving training will promote the good development of knowledge, skills, abilities and attitude which will make working more efficient in both quantitative and qualitative means.

Therefore, the development of ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students was studied to promote leadership skills to youth in the cooperation framework of the ASEAN Socio-Cultural Community or ASCC to reinforce youth with leadership qualities in 3 areas as follows; 1) knowledge and understanding on ASEAN Socio-Cultural Community, 2) creativity and 3) human relations to prepare youth in entering the ASEAN Community to be equal to member countries and aim towards the shared target of One Vision, One Identity and One Community.

Research Objectives

1. To develop the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students

2. To evaluate the efficiency of the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students at the standardized criterion 80/80

3. To study the satisfaction of trainees in the ASEAN Youth Leader Training Program on Socio-Cultural Community

Definitions

1. **The development** is the process of constructing ASEAN youth leadership training course regarding to socio-cultural community which consists of 1) study of the background 2) curriculum development 3) curriculum implementation and 4) curriculum evaluation for training young learners.

2. **ASEAN youth leadership training course** is the training course regarding to socio-cultural community for students in upper secondary level. The components are: 1) principle and purpose 2) structure and content 3) activities 4) teacher and expert 5) innovative media and 6) evaluation. The duration was 18 hours.

3. **ASEAN youth leader** is the characteristics of upper secondary students after taking part in ASEAN youth leadership training course regarding to socio-cultural community There were 3 areas to be considered: 1) solid understanding about ASEAN Socio-Cultural Community or ASCC, 2) creativity and 3) human relation.

4. **ASEAN Socio-Cultural Community** is the 6-Sided Cooperation Framework in the ASEAN Socio-Cultural Community which consists of 1) Human Development 2) Social Welfare and Protection 3) Social Justice and Rights 4) Environmental Sustainability 5) Environmental Sustainability and 6) Narrowing the Development Gap

Concepts and related theories.

This study was conducted by using the concepts of Taba's curriculum development model consisting of 4 stages which are basic data studying, curriculum development, curriculum implementation and curriculum evaluation. (Taba, 1962, p.10). Learning pattern of learner-centered activities (Klausmeier & Richard E, 1971, p.11) and students' leadership develop (Conger & Kanungo, 1998, p.51-57) were investigated for developing the ASEAN Youth Leader Training Program on Socio-Cultural Community of the upper-secondary level students. They are consequently required to have 3 favorable characteristics which are solid understanding of knowledge, creativity and interpersonal skill for becoming members of the ASEAN.

Research Hypothesis

The efficiency of ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students is considered to meet the selected efficient standard criteria of 80/80 and trainees will be satisfied towards the training program at a high level.

Research Methodology

1. Target Group

20 upper-secondary students studying in semester 2 of academic year 2015 from 5 schools in Khon Kaen province. They are chosen by purposive sampling and must be able to participate in the complete training program of 18 hours in 3 days.

2. Research Instruments

2.1 The ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students

2.2 Evaluation Forms, composing of;

2.2.1 Pre-training and post-training examinations, comprising of 20 questions 4-choice for each question on the ASEAN Socio-Cultural Community.

2.2.2 Activities evaluation forms on trainees' creativity. Scores were given using the rubric model with 5 levels.

2.2.3 Human relations evaluation form of trainees through observation.

2.2.4 Training program satisfaction of trainees' survey. The ratio survey consists of 5 estimated levels with 31 questions. Result of content validity check was high at an average of 4.25.

3. Data Collection

There were 4 stages to the research procedure as follows;

Stage 1 Studying Basic Data with the procedure as follows;

1. Field work to study the current condition, problems and methods to develop the ASEAN Youth Leader Training Program on Socio-Cultural Community.

2. Study related documents, concepts, theories and researches.

Stage 2 Curriculum Development with the procedure as follows;

1. Creating the ASEAN Youth Leader Training Program on Socio-Cultural Community with the curriculum composing of the principle and purpose, structure and content, training activities, teacher and expert, innovative media and evaluation. As for the document of the program there are trainer's manual and trainees' manual. The program was evaluated by an expert and received the highest level, with an average value of 4.61.

2. Workshop Seminar: Examining and adjusting the program. The ASEAN Youth Leader Training Program on Socio-Cultural Community that had been amended by experts was brought to a workshop seminar in 3 secondary schools which are Kham Kaen Nakhon School in Khon Kaen province, Princess Chulabhorn's College in Mukdahan province and Mahasarakham University Demonstration School (Secondary) in Mahasarakham province to brainstorm opinions and consider adjustments to check the rightness and appropriateness of the program.

Stage 3 Curriculum Implementation

The curriculum was used with 20 upper-secondary students by allowing interested upper-secondary students that are able to participate in the full duration of the training program from 5 schools in Khon Kaen to apply. The ASEAN Youth Leader Training Program on Socio-Cultural Community ran for 18 hours in 3 days.

Stage 4 Curriculum Implementation Evaluation

1. Evaluation of the efficiency and productivity of the ASEAN Youth Leader Training Program on Socio-Cultural Community

2. Evaluation of the satisfaction of trainees towards the ASEAN Youth Leader Training Program on Socio-Cultural Community

4. Data Analysis

4.1 Basic Data Analysis. Data from field work along with data from observations, interviews and group conversations. Data completeness was checked according to the collecting instruments. After that Typology Analysis was done and divided into categories according to the content's boundaries then it was analyzed according to the content's boundaries.

4.2 Curriculum Development Data Analysis. Data obtained from the curriculum evaluation by experts and workshop seminar from the research area was analyzed according to the content's boundaries.

4.3 Curriculum Implementation Evaluation Data Analysis. The statistical values used in analyzing the ASEAN Youth Leader Training Program on Socio-Cultural Community comprises of mean, standard deviation, percentage, efficiency index and productivity index.

Research Results Conclusion

This research is the development of the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students. The research results can be concluded as follows;

1. Results of the development of the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students

Three Chapters of the ASEAN Youth Leader Training Program on Socio-Cultural Community document composes of Chapter 1 Curriculum main points, Chapter 2 Training methods according to the curriculum and Chapter 3 Training activities management plans. The curriculum has 6 main components composed of 1) principle and purpose, 2) structure and content, 3) activities, 4) teacher or expert, 5) innovative media, and 6) evaluation. The curriculum was evaluated by 5 experts and a workshop seminar by 3 research areas comprising of Kham Kaen Nakhon School in Khon Kaen

province, Princess Chulabhorn's College in Mukdahan province and Mahasarakham University Demonstration School (Secondary) in Mahasarakham province.

2. Results of the Evaluation of the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students

Table 1 The assessment result of ASEAN youth leadership training course regarding to socio-cultural community

items	Pre scores	Total Training Scores		Total	Post Scores
		Exercise Scores	Activity Scores		
Total scores	20	20	75	95	20
Sample numbers	20	20	20		20
Overall samples' scores	209	352	1,339	1,691	321
Average scores	10.45	17.60	66.95	84.55	16.05
Percentage	52.25	88.00	89.27	89.00	80.25
E_1/E_2	89.00				80.25

The efficiency of the activities in 9 training units for ASEAN Youth Leader on Socio-Cultural Community for Upper-Secondary Students (E_1/E_2) had a value of 89.00 / 80.25 and the productivity index was 0.8764, equaling to an increase of 87.64 percent. The evaluation results on human relations by using behavior record forms by observing the ASEAN Youth Leader Training Program on Socio-Cultural Community participants. There were 18 people who passed the evaluation, equaling to 90 percent.

3. Results of the satisfaction towards the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students

Table 2 Results of the trainees' satisfaction towards the ASEAN Youth Leader Training Program on Socio-Cultural Community

items	$\overline{X}$	S.D.	interpretation
1. Training manual	4.50	0.12	highest
2. Structure, content and main point	4.41	0.05	high
3. Training activities	4.54	0.02	highest
4. Teacher and expert	4.53	0.07	high
5. Innovative media	4.60	0.01	highest
6. Evaluation	4.46	0.01	highest

Results of the satisfaction towards the ASEAN Youth Leader Training Program on Socio-Cultural Community found that trainees were satisfied with the curriculum and activities according to the curriculum in high levels in all areas as follows; (1) training manual: satisfied at the highest level,

with an average value of 4.50 (2) structure, content and main point: satisfied at a high level with an average value of 4.41 (3) training activities: satisfied at the highest level with an average value of 4.54 (4) teacher and expert: satisfied at the highest level with an average value of 4.53 (5) innovative media: satisfied at the highest level with an average value of 4.60 and (6) evaluation: satisfied at a high level with an average value of 4.46.

Results Discussion

1. Results of the development of the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students

Curriculum development found that the ASEAN Youth Leader Training Program on Socio-Cultural Community went through the curriculum creation process (draft). It was examined and evaluated by experts before passing through the workshop seminar in research areas. The ASEAN Youth Leader Training Program on Socio-Cultural Community document with 6 main components were created of which 6 main components were principle and purpose, structure and content, activities, teacher or expert, innovative media, and evaluation. This could be due to how curriculum development needs a conceptual framework, process and complete characteristics of a curriculum to be able to create an efficient curriculum according to the set purpose of the curriculum. It is in accordance with Taba (1962 ,p.10) concept on curriculum, whom had presented that all curriculums no matter in what type of design must contain 3 main components that are continuous and in accordance with each other; purpose, content and learning experience and evaluation for the components to be completed and efficient in implementation. This curriculum development process is in accordance with Auefue (1994, p.47-86), whom had done research on training program development to promote leadership and teamwork for Ramkhamhaeng University students. The research was divided into 4 stages which were Stage 1 studying, researching and analyzing basic data, Stage 2 creating the curriculum and checking the curriculum document, Stage 3 experimental implementing and evaluating the curriculum and Stage 4 improving and amending the curriculum. The results from the experimental implementation were used to improve the curriculum to be of higher quality and efficiency. Research results stated that a leadership and teamwork training program for Ramkhamhaeng students with the following important components was created; principle, purpose, training topic, behavior purpose, training content, activities and trainees evaluation method. The details covered the promotion of leadership and teamwork skills for Ramkhamhaeng students in all processes.

2. Results of the evaluation of the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students Implementation

When the training program finished, it was found that 80 percent of trainees passed the criterion in all 3 areas which are knowledge, creativity and human relations. This could be due to the training program having been through the curriculum development process for it to become efficient. The training program had emphasized practice rather than theory. Emphasizing practice rather than theory, inviting adept teachers and experts with direct experience from ASEAN member countries, as well as authentic assessments rather than test papers enable efficient learning and skills and processes to be born for trainees. It is in accordance with Chaipun (2005, p.107-110); Kongyean (2009, p.192-205) and Linsri (2013, p.70-79). They had researched the development of training programs. Most of the research results found that training programs were efficient according to the set criterion, enabling trainees to have knowledge and understanding and be in accordance with the research of Wungsra (2009, p.142-144), who had done research and development of the 4-H program to develop eleventh grade students' leadership. Research results found that teaching with the 4-H program caused students to develop their leadership. It had stressed on fun activities that catches students' interests and allow for opportunities for students to participate in activities. Innovative media used in learning was diverse and the assessment was authentic.

3. Results of the satisfaction towards the ASEAN Youth Leader Training Program on Socio-Cultural Community for Upper-Secondary Students

Results of the satisfaction towards the ASEAN Youth Leader Training Program on Socio-Cultural Community found that trainees were satisfied with the curriculum and activities according to the curriculum at high levels in all areas especially in the training activities area with the satisfaction being at the highest level. It could be due to how the implemented activities had emphasized on the real practice of trainees rather than theory training, enabling efficient self-learning and the practice of skills of trainees. In addition to each activity being diverse and interesting, emphasizing on creative thinking processes, enabling trainees to have fun in participating in each activity in accordance with Keawraksa (2005, p.139-141) who had researched on developing training of learning authentic assessment by using schools as a foundation for primary school science teachers. Research results found that most teachers were satisfied towards the training program with opinions stating that the training program had emphasized on real practice rather than theory. Participating in the training program had made them more enthusiastic, increased their determination and made them want to implement the experience in real life.

Research Suggestions

1. Suggestions on results implementation

1.1 This research was to create the ASEAN Youth Leader Training Program on Socio-Cultural Community to create leadership in youth therefore secondary schools can use the results to efficiently train leadership to students in the school.

1.2 To implement the ASEAN Youth Leader Training Program on Socio-Cultural Community the person in charge must consider the components of the created curriculum whether it is suited to the context of the school or not. Therefore, anyone who wishes to implement the training program should adjust some processes to be suitable to their training program such as activities, teachers or experts, evaluation, etc.

2. Suggestions for further research

2.1 There should be research and development of the ASEAN Youth Leader Training Program on the other 2 cooperation framework which are ASEAN Economic Community and ASEAN Political-Security Community for a training program that will cover all 3-cooperation framework of ASEAN.

2.2 There should be curriculum development for students in other levels such as a training program for primary students or tertiary level, etc.

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